DOCUMENT RESUME

ED 024 094 CG 003 334

The School Dropout in Georgia.
Rockdale County Public Schools, Conyers, Ga.
Pub Date [68]
Note-21p.
EDRS Price MF-$0.25 HC-$1.15
Descriptors-*Dropout Characteristics, *Dropout Prevention, *Dropout Problems

It is a tragedy to know so much about school dropouts and to do so little about the problem. We know where: we know who: we know when: we know why. With all of this evidence, Georgia's ranking among the states had continued to decrease for several years. The school dropout is the symbol of our greatest failure in education in Georgia. In 10 years, we have increased by more than 100% in per-pupil expenditures, but this increased expenditure does not automatically guarantee improved education. The school dropout is a slow learner, and the slow learner continues to baffle educators. We need greater interest from businessmen. We need renewed efforts by educators. We need more participation by parents. We need greater cooperation among education related agencies. Our talking and planning and surveying have greatly exceeded our acting. From previous years, we can predict a profile of this year's school dropouts. The following pages report data which we know about dropouts and indicate directions toward which we must work in the weeks and months of the 1968-69 school year. This research was funded by Title III, Elementary and Secondary Education Act of 1965. (Author)

ED0 24094

THE SCHOOL DROPOUT IN GEORGIA

20,000 Georgia Students Will Drop Out Of School During 1968-69

RANKING OF STATES
ON SCHOOL DROPOUT RATE

1. Minnesota
2. California
3. Iowa
4. Wisconsin
5. South Dakota
6. Hawaii
7. North Dakota
8. Washington
9. Nebraska
10. Utah
11. Massachusetts
12. (Montana
(New Jersey
14. Rhode Island
15. Oregon
16. Ohio
17. (Idaho
(Pennsylvania
19. Delaware
20. Colorado
21. Vermont
22. Connecticut
23. Michigan
24. New Hampshire
25. Maine
26. Nevada
27. Indiana
28. (Alaska
(Maryland
(New York
31. Missouri
32. Illinois
33. Wyoming
34. Kansas
35. Virginia
36. New Mexico
37. Oklahoma
38. Arizona
39. South Carolina
40. Florida
41. West Virginia
42. Texas
43. Tennessee
44. Arkansas
45. Louisiana
46. North Carolina
47. (Alabama
(Mississippi
49. Kentucky
50. Georgia

CG 003 334

FRANKLIN SHUMAKE, DIRECTOR
PUPIL PERSONNEL SERVICES DEMONSTRATION CENTER

THE SCHOOL DROPOUT IN GEORGIA

Franklin Shumake, Director
Pupil Personnel Services Demonstration Center

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ROCKDALE COUNTY PUBLIC SCHOOLS
CONYERS, GEORGIA

CG 003 334

A TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965,
SUPPLEMENTARY SERVICE CENTER
U. S. OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

INTRODUCTION

It is a tragedy to know so much about school dropouts and to do so little about the problem. We know where; we know who; we know when; we know why. With all of this evidence, Georgia's ranking among the states has continued to decrease for several years.

The school dropout is the symbol of our greatest failure in education in Georgia. In 10 years, we have increased by more than 100% in per-pupil expenditures, but this increased expenditure does not automatically guarantee improved education.

The school dropout is a slow learner, and the slow learner continues to baffle educators. We need greater interest from businessmen. We need renewed efforts by educators. We need more participation by parents. We need greater cooperation among education related agencies.

Our talking and planning and surveying have greatly exceeded our acting. From previous years, we can predict a profile of this year's school dropouts. The following pages report data which we know about dropouts and indicate directions toward which we must work in the weeks and months of the 1968-69 school year.

PREDICTED 1968-69 DROPOUTS IN GEORGIA

As schools open in Georgia for the 1968-69 school year, we know that over 20,000 students will drop out of our public schools. We are faced with the realization that Georgia ranks 50th in the nation when dropout rates were compiled for the 1966-67 school year.

We can predict rather accurately the school dropouts for the current 1968-69 school year. These predictions can be made using two primary sources: (1) Georgia's Dropout: A Profile, by Franklin Shumake, and (2) Georgia Public Schools 1966-67 Dropouts, Research and Statistical Services Division, Georgia State Department of Education.

These two documents provide useful information about: (1) Grade, (2) Sex, (3) Age, (4) IQ, (5) Reading Level, (6) Reasons, and (7) School System.

Each of these categories will be discussed briefly and the discussion will be followed by tables showing the predicted number of 1968-69 dropouts according to the various categories.

GRADES

During 1966-67, the grade in which the largest number of students dropped out of school was the 10th. Grades 9 and 11 were the next most frequent grades. However, there were approximately 2,000 students to drop out in grades 1 through 7.

SEX

Boys account for 59% of the school dropouts, and 41% are girls. A particularly interesting fact is that there are more girls than boys to drop out of school at ages 13, 14, and 15.

AGE

Over 50% of the dropouts are 16 and 17 years of age. Since Georgia laws permit 16-year olds to drop out, this is the age when the largest

number of students leave school. However, there are over 3,000 students who continue in school until they are 18 years old but drop out without completing school.

IQ

The majority of students who drop out of school have average intelligence. Ten percent were recorded as having IQ scores of 105 or higher. Seventeen percent of the students recorded IQ's of less than 75.

READING LEVEL

Poor reading is a common problem among the dropouts. Forty percent of these students are reading at less than the 20th percentile. Twenty-five percent of the dropouts scored less than the 10th percentile in reading.

REASONS FOR LEAVING SCHOOL

The school dropout dislikes school, is failing his subjects, belongs to a family in need of economic help, leaves because of marriage or pregnancy, or leaves to take a job. The above reasons account for most dropouts; however, there are numerous other reasons and combinations of reasons which influence the student to leave school.

SCHOOL SYSTEM

A table is provided in this report which predicts the 1968-69 dropouts based upon 1966-67 figures provided to the State Department of Education. Each system is encouraged to study this data carefully.

PREDICTED PROFILE
1968-69 DROPOUTS
IN GEORGIA

The following tables attempt to show the predicted number of dropouts for the 1968-69 school year. The predictions are based upon the experiences of previous years in Georgia schools which indicate that we can expect 20,000 students to quit school.

1. GRADE

1968-69 Dropouts by Grade

Grade	Number
1 - 5th	800
6th	200
7th	1000
8th	2600
9th	4800
10th	4800
11th	3600
12th	2000
Special	200

2. SEX

1968-69 Dropouts by Grade and Sex		
Grade	Boys	Girls
1 - 5th	472	246
6th	236	164
7th	590	328
8th	1652	902
9th	2950	1804
10th	2832	1968
11th	2036	1722
12th	944	984
Special	118	82

3. AGE

1968-69 Dropouts by Age and Sex			
Age	Boys	Girls	Total
6 - 12	354	328	682
13	236	246	482
14	472	656	1128
15	1534	1558	3092
16	4248	2706	6954
17	2832	1722	4554
18	1534	738	2272
18+	590	246	736

4. INTELLIGENCE QUOTIENT

1968-69 Dropouts According to Intelligence Quotient (IQ)							
IQ	-75	75-85	85-95	95-105	105-115	115-125	125+
No. Dropouts	3400	4800	6400	3200	1800	400	0

5. READING LEVEL

1968-69 Dropouts According to Reading Level Percentile Scores						
0-10	10-20	20-30	30-40	40-50	50-60	60+
4800	3000	3200	2400	2000	1600	3000

6. REASONS FOR LEAVING SCHOOL

1968-69 Dropouts According to Student's Reason for Leaving School	
Reason	**Number**
Disliked School	3400
Failing Subjects	3000
Marriage and/or Pregnancy	2400
Economic Needs of Family	2200
School Curriculum did not Meet Student's Need	2200
Employment	1400
Other	5400

SCHOOL DROPOUTS FOR G

Source: Georgia Public
Research and Statisti
Georgia State Departm

System	Total	System	Total
County Systems:		Echols	26
		Effingham	50
Appling	112	Elbert	95
Atkinson	41	Emanuel	126
Bacon	42	Evans	48
Baker	20	Fannin	98
Baldwin	85	Fayette	57
Banks	58	Floyd	223
Barrow	6	Forsyth	72
Bartow	184	Franklin	70
Ben Hill	22	Fulton	459
Berrien	65	Gilmer	70
Bibb	356	Glascock	13
Bleckley	6	Glynn	197
Brantley	41	Gordon	53
Brooks	63	Grady	76
Bryan	43	Greene	98
Bulloch	105	Gwinnett	261
Burke	125	Habersham	134
Butts	48	Hall	207
Calhoun	20	Hancock	64
Camden	44	Haralson	67
Candler	24	Harris	49
Carroll	162	Hart	61
Catoosa	180	Heard	25
Charlton	50	Henry	100
Chatham	812	Houston	231
Chattahoochee	2	Irwin	53
Chattooga	157	Jackson	22
Cherokee	159	Jasper	33
Clarke	216	Jeff Davis	73
Clay	5	Jefferson	100
Clayton	255	Jenkins	28
Clinch	61	Johnson	43
Cobb	545	Jones	50
Coffee	168	Lamar	29
Colquitt	21	Lanier	38
Columbia	124	Laurens	99
Cook	92	Lee	30
Coweta	113	Liberty	72
Crawford	18	Lincoln	27
Crisp	108	Long	21
Dade	74	Lowndes	177
Dawson	23	Lumpkin	68
Decatur	78	Macon	59
DeKalb	418	Madison	64
Dodge	71	Marion	18
Dooly	64	McDuffie	63
Doughtery	565	McIntosh	41
Douglas	202	Meriwether	91
Early	69	Miller	35

EORGIA SCHOOL SYSTEMS

Schools 1966-67 Dropouts
cal Services Division
ent of Education

System	Total
Mitchell	57
Monroe	40
Montgomery	14
Morgan	52
Murray	73
Muscogee	606
Newton	160
Oconee	32
Oglethorpe	41
Paulding	99
Peach	88
Pickens	86
Pierce	46
Pike	44
Polk	109
Pulaski	19
Putnam	44
Quitman	21
Rabun	37
Randolph	41
Richmond	850
Rockdale	79
Schley	8
Screven	101
Seminole	27
Spalding	262
Stephens	58
Stewart	44
Sumter	71
Talbot	41
Taliaferro	16
Tattnall	54
Taylor	39
Telfair	86
Terrell	95
Thomas	70
Tift	140
Toombs	29
Towns	30
Treutlen	46
Troup	123
Turner	52
Twiggs	29
Union	49
Upson	99
Walker	265
Walton	111
Ware	99
Warren	68
Washington	122
Wayne	147
Webster	16
Wheeler	21
White	25
Whitfield	167
Wilcox	28
Wilkes	48
Wilkinson	28
Worth	67
Independent Systems:	
Americus	58
Atlanta	1,520
Barnesville	3
Bremen	7
Buford	30
Calhoun	97
Carrollton	80
Cartersville	40
Cedartown	56
Chickamauga	20
Cochran	26
Commerce	43
Dalton	102
Decatur	44
Dublin	75
Fitzgerald	61
Gainesville	113
Hawkinsville	26
Hogansville	43
Jefferson	31
LaGrange	100
Marietta	136
Moultrie	117
Newnan	56
Pelham	32
Rome	198
Tallulah Falls	1
Thomaston	47
Thomasville	110
Toccoa	28
Trion	20
Valdosta	163
Vidalia	26
Waycross	87
West Point	9
Winder	73
GRAND TOTAL	19,783

I. IMMEDIATE NEEDS FOR PREVENTING DROPOUTS

The following six recommendations are suggested as immediate directions toward which Georgia educators should plan crash programs in order to reduce the current dropout rate.

1. Identify Troubled Students

In every grade there are students who are not succeeding in our school programs. Often times these students have failed to succeed for several years. Our first task is to identify these students. We know 50% of our students do not finish high school. How do we predict which 50%? One third of our eighth grade students are behind the grade in which they should be enrolled. Could we have avoided this situation? Seventy thousand students fail to be promoted each year. Could we prevent this failure by making the effort to discover specific individuals who seem likely to quit school?

2. Appropriate Instruction

Students often fail because the instruction provided to them has not been designed for them. Most students leave school in the 9th and 10th grade. A program designed to give immediate treatment to dropout-type students will change the instructional activities of these students in grades 9 and 10 to include such areas as:

(1) Non-textbook experiences
(2) Vocational skills
(3) Citizenship training
(4) Language development
(5) Communication skills
(6) Business procedures
(7) Social responsibility

3. Counseling

Life for the dropout-type student is a decision-making process. This student spends a great deal of his time "thinking," "brooding,"

"decision making." As is common to most of us, his thinking is often distorted when he arrives at conclusions alone. Counseling can help students come to more realistic decisions. The student must consider his future, his feelings, his problems, his education. Counseling can be very time consuming for the dropout-type student. There is a need to include an extensive counseling program as we attempt to provide emergency service for school dropouts.

4. The Dropout's Family

A negative family environment is one of the factors which is most obvious when we observe the dropouts. The parent is often indifferent or passive about education. The father has completed only six years of school, and the mother has completed only seven years. The parents often encourage the student to leave school in order to work or baby-sit while the parent works. Immediate crash programs must go to the family in an effort to convince them of encouraging the student to stay in school.

5. Providing Information to Dropouts

A great deal of the information available to the student is false, distorted, and incomplete. He often obtains his information through rumor, street-corner conversation, and reports from older students who have dropped out.

The potential dropout needs adequate information about job availability and educational opportunities. He needs more information about our government, our society, our history. He needs more information about himself.

He needs opportunities to test his information in the work world. He needs to test his knowledge about himself, his government, his society.

A crash program is needed which will provide the student with accurate information. The program must insure that he understands the information, and he must be provided with experiences to test the use of the information.

6. Aspirations of the Dropout

Life's accomplishments are usually directly related to the aspirations of the individual. Students need self-confidence, a realistic

understanding of self, and goals which are stimulating and challenging. One of the characteristics of the dropout is his low level of aspiration. He has failed time and time again. He has been impressed with the fact that he is less adequate than many people. He has been told to expect low salaries and poor working conditions. He has been forced to seek his recognition within small gang groups. He has been encouraged to fight society.

Our crash programs must include experiences designed to challenge the potential dropout and aid him in developing a higher aspiration level.

II. LONG TERM PREVENTION

1. Fewer Students and Fewer Hours of Teaching

As we take a long look at reducing the number of school dropouts, one of our most basic conclusions is that our teachers are assigned too many students for too many hours. We are expecting a teacher to teach 30-35 students for 6-7 hours each day. Under this current arrangement, students do not get the individual attention which is needed. Teachers are not provided with time during the school day to plan, prepare, and evaluate their work. Due to the lack of sufficient time, we are failing to read about recent innovations in education, and we often keep doing things as we always have because we do not have sufficient time to change our plans.

The student who is a potential dropout needs a great deal of individual assistance with learning to improve his learning skills. In teaching the potential dropout, the teacher cannot rely upon his usual techniques and subject content. He must plan specifically and effectively. We will enhance the teacher's chances of success if we give him more independent time and fewer students.

2. Non-Graded Instruction

Pressure is too often placed upon a teacher to prepare students for the next grade. Responding to this pressure, the teacher is tempted to aim instruction toward the average students, and very little time is available for the slower student.

The twelve-step journey through public school education was designed for groups rather than individuals, and it was designed in

a generation when we did not expect all students to complete elementary and secondary education.

The slow learner immediately gets out of step and gets left behind by students in his age group. He becomes discouraged and quits school at the first opportunity.

Educators in local school systems need to give consideration to replacing the graded school program. Students could be assigned to teachers and courses according to their readiness to learn specified educational tasks. A public school education could consist of successfully completing as many educational tasks as possible during a given number of years.

3. Specialized Personnel

Teaching is no longer restricted to the concept of one teacher and thirty students in a classroom. The range of characteristics among students is too great to be handled adequately by one type of professional teacher. The teacher needs non-professional assistance from teacher aids, teacher interns, and adult volunteers. The teacher needs specialized assistance from such personnel as school psychologists, social workers, psychometrists, and school counselors.

It is becoming obvious that teachers vary greatly in professional competence, and consequently, teachers need to work together more cooperatively in order to use the strengths of one another. Team planning can compensate for individual teacher weaknesses.

As more students stay in school longer, the teacher must seek more specialized assistance from other type personnel.

4. Teacher Preparation

The preparation of teachers today must be a dynamic process. The range of characteristics among students is too vast for uniformity of method, technique, and content. Teachers must be taught to teach special types of students in special ways.

The goal of preparing a teacher to teach in the "secondary school" or "elementary school" is too vague. The goal of teaching "human growth and development" is too broad. The goal of teaching "curriculum development" is too general. We need to look more specifically at designing education programs which enable a more extensive combination of textbook-on-job experiences.

We need to give specific consideration to a large number of joint appointments of personnel between the public school and the college of education.

SUMMARY

This report has attempted to present the vastness of the school dropout problem in Georgia schools.

Characteristics of the 1969 dropout were projected based upon previous studies with respect to grade, age, sex, IQ, reading level, and school systems.

Several immediate steps were suggested, and several long-term prevention-type directions were proposed.

Extreme action will be necessary if Georgia educators are to deal effectively with the school dropout problem. Hopefully, this report will assist in arousing the deep concern of many groups in Georgia. Our interest must go beyond surveying and planning. The time has come to get results.

PUBLIC HIGH SCHOOL GRADUATES IN 1966-67 AS PERCENT OF NINTH GRADERS IN FALL 1963

1.	Minnesota	92.0%
2.	California	89.5
3.	Iowa	89.4
4.	Wisconsin	89.1
5.	South Dakota	88.4
6.	Hawaii	88.1
7.	North Dakota	86.4
8.	Washington	86.1
9.	Nebraska	85.6
10.	Utah	85.2
11.	Massachusetts	84.4
12.	(Montana	83.8
	(New Jersey	83.8
14.	Rhode Island	82.6
15.	Oregon	82.0
16.	Ohio	81.6
17.	(Idaho	81.4
	(Pennsylvania	81.4
19.	Delaware	80.8
20.	Colorado	80.5
21.	Vermont	80.1
22.	Connecticut	79.9
23.	Michigan	79.2
24.	New Hampshire	79.0
25.	Maine	78.6
	UNITED STATES	77.8
26.	Nevada	77.6
27.	Indiana	77.2
28.	(Alaska	76.9
	(Maryland	76.9
	(New York	76.9
31.	Missouri	76.8
32.	Illinois	75.9
33.	Wyoming	75.7
34.	Kansas	75.5
35.	Virginia	73.6
36.	New Mexico	73.2
37.	Oklahoma	73.0
38.	Arizona	72.8
39.	South Carolina	72.2
40.	Florida	71.9
41.	West Virginia	71.0
42.	Texas	70.2
43.	Tennessee	70.0
44.	Arkansas	69.4
45.	Louisiana	67.5
46.	North Carolina	66.6
47.	(Alabama	66.0
	(Mississippi	66.0
49.	Kentucky	65.8
50.	Georgia	64.9

Source: Rankings of the States
1968 Research Report 1968-R1
Research Division--National Education Association

Leaders Fight S

By SHARON BAILEY
Of The Daily News Staff

Smaller elementary classes, expanded counseling services, and a stronger emphasis on careers not requiring college – these and other proposals could slash Georgia's drop-our rate, a blue-ribbon group of some 44 leaders in state government, business and education believers.

Recommendations from the leaders on ways to cut the drop-out rate – one of the highest in the nation – came Tuesday in the final session of a Georgia Educational Improvement Council workshop at the Georgia Center here in Athens.

Among the 44 workshop participants were some 17 Athens area leaders, including Sen. Paul C. Broun and Rep. Chappelle Matthews.

The conferees' recommendations will be studied and evaluated by the GEIC, a state agency established to aid in long-range planning to meet educational needs, before further GEIC action.

And GEIC members will have plenty to study, Clifford M. Clarke, GEIC chairman and an Atlanta business executive, indicated at yesterday's workshop session.

He declared that the two-day affair "has produced far more, and far significant more, than we anticipated."

Out of the workshop came recommendations that:

1. The teacher-pupil ratio in elementary schools be lowered, particularly in early grades. Some participants recommended a 1 to 20 ratio, instead of the current 1 to 28 ratio.

This would cost about $10 million a year, some conferees estimated. They recommended the General Assembly be asked to appropriate the needed funds next session.

2. That counseling services for students be increased, particularly at the elementary school level but also at the secondary school level.

In a related recommendation, some participants urged that each student be assessed at four or five years of age "in his total environment" and re-assessed around fourth and fifth grade and again around seventh and eighth grade.

3. That pupils be given an "early introduction to the world of work, with the introduction of vocational information and guidance in the upper elementary grades.

chool Dropouts

Corollary recommendations included increasing the "emphasis on the worth of the pursuit of a vocational career," development of a "specialized vocational curriculum" during the high school years, expansion of vocational-technical school curriculums to include programs for drop-outs.

None of the recommendations necessarily represented a consensus, since participants were divided into three groups, each of which made its own proposals.

But many proposals overlapped or were repeated by two or all three of the groups.

One group of conferees recommended that a "crash program" of regional conferences would be the establishment of model programs to prevent drop-outs, using innovations in education and other techniques.

Paralleling the conferences, the group suggested, might be a study by experts of two or three states with the lowest drop-out rate, to "research methods that can be transported...to Georgia."

In still other recommendations, various conference participants urged that teachers' pay be increased and teachers hired to work 12 months instead of nine, using part of their time to work with individual students.

Employment of more men teachers, more specialists to help potential drop-outs, and better teachers in the early grades was also suggested.

Other suggestions: that a "comprehensive record system" be developed to account for all school-age children, annual compilation of research pertinent to the Georgia drop-out problem, initiation of a state-wide standardized testing program locally administered.

The GEIC staff members will evaluate all of the recommendations, including many others advanced by individual workshop participants, before taking further action.

Mr. Clarke said he did not know exactly how the GEIC "will handle" its findings.

Presumably, however, the GEIC could choose among several possible courses of action – making a general report, for example, or making specific recommendations to various agencies concerned with education.

STATE SENATOR SAYS:

'Drop-Outs Must be Cut'

By SHARON BAILEY
Of The Daily News Staff

Measures to cut the number of Georgia school drop-outs "must be crash," "must be quick," and "must be great," a state senator declared in Athens Monday.

The comments came from Sen. Lamar R. Plunkett of Bowdon in an address to some 44 leaders in Georgia government, business and education, here for a two-day Georgia Educational Improvement Council (GEIC) workshop on the state's drop-out problem.

The GEIC workshop participants — including some 17 leaders from the Athens area — are seeking ways to reduce the school drop-out dilemma and will come up with final recommendations today.

Sen. Plunkett, a GEIC member and chairman of the Senate Appropriations Committee, declared that drop-out statistics for Georgia schools are "very condemning" in his kick-off comments at the opening of the workshop yesterday at the Georgia Center on the University of Georgia campus.

Statistics gathered by the GEIC show that in 1967, only about 52 per cent of all first-graders enrolled in 1955 reached 12th grade. In preceding years, less than 50 per cent reached 12th grade.

And in 1966-1967, according to another statistic, Georgia had about 19,500 drop-outs, with about 15,000 leaving school in grades nine through 12.

If a majority of students enrolled in Georgia schools fail to complete their schooling, "then we have failed — there's no other way to view it," the Senator asserted.

He said the Georgia drop-out, according to analyses, is most likely to be a white male, about 16 years old, from a low-income family.

The process of becoming a drop-out starts around the third or fourth grade, Mr. Plunkett also said he believed, even though a child might literally attend school until 16, the legal age for quitting.

Learning, he said, takes place "when you have complete communication," whether it be communication through a book, conversation or other means.

"Truly we must have a break-through to have communication with the young we're leaving at the post," he declared.

The Senator challenged workshop participants to think about the role of kindergartens, teacher ratio, the structure of primary grades classes, curriculum, teacher evaluations, tutors and other areas in education.

Thomas Mahler, director of the Georgia Center, emphasized at yesterday's kick-off session that the workshop will focus on "actual solutions" to the drop-out problem, not identification of the problem, already defined.

EDUCATION COUNCIL

12 Proposals Aim at Dropout Problem

By JUNIE BROWN
Atlanta Journal Education Editor

ATHENS, Ga.—A proposal to standardize the pupil - teacher ratio in first through third grades at 20 students per teacher was one of 12 tentative recommendations made by the Georgia Educational Improvement Council here.

Such a move. if adopted, could cost taxpayers an estimated $10 million a year.

John W. Langdale, chairman of the State Board of Regents, Tuesday addressed some 40 educators, state legislators and business leaders in attendance at a two-day conference at the University of Georgia Center for Continuing Education. He said the reduction in pupil-teacher ratio is the "most important step toward solving the dropout problem."

THE CONFERENCE, which began here Monday, was called to seek solutions to the state's school dropout problem. Last year almost 20,000 Georgia students dropped out of school before finishing the 12th grade.

The council is a state agency for research and planning in all

Monday's session were trimmed to 12 major proposals on Tuesday.

However, Council Chairman Clifford Clarke told the group the recommendations will be subjec'ed to further study before being adopted by the council.

In addition to the reduction in the pupil-teacher ratio, the council made the following recommendations:

—THAT CRASH programs of regional conferences to orient elementary school administrators and all teachers from grades 1-3 to early identification of the dropout and methods of working with him be begun.

—THAT EDUCATION teams be sent into states with low dropout rates to study and report on their systems.

—THAT A COUNSELOR program for elementary schools be recommended to the next legislative session.

—THAT THE availability of counseling services in elementary and secondary schools be increased.

—THAT A STATEWIDE standardized testing program be administered locally be initiated.

—THAT CHILDREN be introduced to the "world of work" in elementary grades.

—THAT BASIC and applied research pertinent to the dropout problem be compiled annually and made available to educators and legislators.

—THAT MORE attractive salaries be paid teachers, which would attract more male teachlevels of public education.

It is composed of members of the legislature, appointees of the governor, the chairman of the Board of Regents, the chancellor of the university system, the chairman of the State Board of Education and the state superintendent of education.

THE APPROXIMATELY 90 suggestions for reducing the dropout rate which came out of

ers, and that the teachers' work year be extended to 12 months.

—THAT A comprehensive record system be set up to account for school-age children, particularly the dropout.

—THAT A specialized vocational curriculum be developed during high school years with the cooperation of industry, and that the importance of vocational careers be emphasized in high schools.

—THAT THE existing vocational-technical school curricu um be broadened to include programs for school dropouts with a ninth-grade entrance level.

State Sen. Lamar Plunkett of Bowden told the council Georgia is "deeply in the red" in dropout statistics compared with other states. "A crash program is needed," he said.

He added almost 5,000 ninth graders and 5,000 10th graders drop out each year.

The typical Georgia dropout is white, 16, in the ninth grade, in the lower income group, has an I.Q. of 90 and has repeated grades at least twice, he said.